







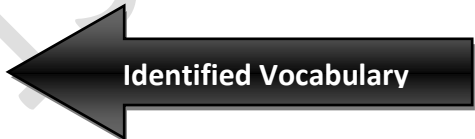







Standards		Lessons	Teacher Notes																						
K.CC.3- Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Learning Targets: I can write the numbers from 0-20. I can write a number from 0-20 to show the number of objects.	 1	To address KCAS, the following should be included in instruction: Math Investigations: Unit 6 Sessions: <ul style="list-style-type: none">2.1-2.63.1-3.74.1-4.65.A1-5.A5 <i>*This map allows for additional days to be spent on the workshop activities in Session 5.A4-5.A5, reinforcement of standards, or enrichment</i>	KCAS Note: K.MD.1 – Sessions 2.3-2.6 include the activity “Measuring Ourselves.” This standard was mastered in the 3 rd unit of study. These sessions provide an opportunity for review and additional practice.																						
K.CC.4- Understand the relationship between numbers and quantities; connect counting to cardinality. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Learning Targets: I understand the last number I say is the number of objects I counted. I understand the number of objects is the same even if I count them in a different arrangement or order.	  2		<u>Unit Planning</u>																						
K.CC.4- Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger. Learning Target: I can identify which number is one more than a given number.	 2	GAP LESSON <u>K.CC.3</u> <u>Race to Trace 2-12</u> <u>Race to Trace 11-22</u>																							
K.CC.5- Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. Learning Targets: I can answer "how many?" questions by counting a number of scattered objects to 10. I can answer “how many?” questions by counting up to 20 objects in a line, array, or circle. I can count out a number of objects when given a number up to 20.	 2	Classroom Routines: <ul style="list-style-type: none">✓ Calendar✓ Attendance✓ Today’s Question <table><tr><th colspan="2">Recommended Assessments</th></tr><tr><td>Session 3.1</td><td>K.OA.1</td></tr><tr><td>Session 3.3</td><td>K.CC.6</td></tr><tr><td>Session 4.1</td><td>K.OA.5</td></tr><tr><td>Session 4.5</td><td>K.OA.3</td></tr><tr><td>Session 5.A5</td><td>K.NBT.1</td></tr><tr><td>FA Opportunity</td><td>K.CC.4b</td></tr><tr><td>FA Opportunity</td><td>K.CC.4c</td></tr><tr><td>FA Opportunity</td><td>K.OA.4</td></tr><tr><td rowspan="3">EOU Assessment</td><td>K.CC.3</td></tr><tr><td>K.CC.5</td></tr><tr><td>K.OA.2</td></tr></table>	Recommended Assessments		Session 3.1	K.OA.1	Session 3.3	K.CC.6	Session 4.1	K.OA.5	Session 4.5	K.OA.3	Session 5.A5	K.NBT.1	FA Opportunity	K.CC.4b	FA Opportunity	K.CC.4c	FA Opportunity	K.OA.4	EOU Assessment	K.CC.3	K.CC.5	K.OA.2	
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K.CC.6- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g. by using matching and counting strategies. Learning Target: I can tell which group of objects is greater than, less than, or equal to another group of objects using my strategies.	 2																								
K.OA.1- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Learning Targets: I can add two amounts within 10 using my strategies. I can subtract within 10 using my strategies.	 2		KCAS Note: K.OA.1 – Provide additional opportunities for students to subtract within 10. Drawings do not need to show details, but should show the mathematics in the problem.																						

K.OA.2- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. Learning Targets: I can solve addition story problems within 10 using my strategies. I can solve subtraction story problems within 10 using my strategies.	 2	<p>Vocabulary</p> <p>putting together, adding to, combine, compose, taking apart, taking from, equation, ones, tens, teen, teen numbers, greater than, less than, equal to, compare</p> 	KCAS Note: K.OA.2 –Drawings do not need to show details, but should show the mathematics in the problem.
K.OA.3- Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. (5=2+3 and 5=4+1) Learning Targets: I can break numbers apart into pairs using my strategies (within 10). I can show how to break numbers apart into pairs by using a drawing or by writing an equation (within 10).	 2		
K.OA.4- For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. Learning Target: I can find the number that makes 10 when added to another number.	 2		
K.OA.5- Fluently add and subtract within 5. Learning Targets: I can fluently add within 5. I can fluently subtract within 5.	 2		KCAS Note: K.OA.5 – Provide additional opportunities for students to practice fluency when subtracting within 5.
K.NBT.1- Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18=10+8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. Learning Targets: I can compose a number from 11-19 using tens and ones and record the number using my strategies. I can break apart a number from 11-19 using tens and ones and record the number using my strategies. I understand that numbers from 11-19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	 2		
K.CC.2- Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Learning Target: I can begin at any number and count to 100.	 2		KCAS Note: K.CC.2 – This standard is only addressed through Classroom Routines. On days when the Classroom Routine is Patterns on the Pocket Chart, substitute with Attendance: Counting on the Number Line. Begin at any number and count forward up to 100.